

<p>Enduring Understandings</p> <p><i>What are the big ideas that give meaning and importance to the facts studied?</i></p> <p><i>What are the big understandings that reside at the heart of the study, that you want students to uncover and attempt to understand through this study?</i></p>	<p>Living deliberately is more than a virtue developed by Thoreau and held over from the transcendentalist age. It has direct application and meaning today in individual, social, educational, and environmental terms.</p> <ol style="list-style-type: none">1. Our environment shapes our thinking and capacity to learn and share with others2. Our thinking and capacity to learn and share shapes our environment.3. We are an integral part of nature and we benefit from it's nurturing.
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<p>Desired Outcomes for Student Learning/Standards</p> <p><i>What do I want students to know, understand, and be able to do?</i></p> <p><i>What skills or insights do I expect them to gain?</i></p> <p><i>How do these ideas align to state and/or national standards and/or graduation requirements? (Include all standards for all disciplines being assessed that align with desired outcomes)</i></p>	<p>Participants will know and understand what it means to live deliberately by practicing it within the culture of the classroom.</p> <p>Observation is a deeper form of seeing and understanding that everyone can learn and utilize. Our individual actions create many ripples, and it is important to be aware of the relationship between our thinking and our individual actions. It is far better to respond out of understanding than to react out of a lack of understanding.</p> <p>Our environment shapes our thinking and capacity to learn and share with others. Conversely, our thinking and capacity to learn and share shapes our environment.</p> <p>We are an integral part of nature and benefit from it's nurturing.</p> <p>Students will explore the above beliefs/habits of mind, and through observation, visual journaling, creating 2D or 3D art works and exhibitions, and assess and reflect on their understanding.</p> <p>Rhode Island Grade Span Expectations in the Visual Arts, (secondary)</p> <p>VAD 1 Artistic Processes: Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.</p> <p>VAD 2 Cultural Contexts: Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.</p> <p>VAD 3 Communication: Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.</p> <p>VAD 4 Aesthetic Judgment: Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.</p> <p>Rhode Island Science Grade Span Expectations Unifying Theme of Science – Scientific Inquiry</p> <ul style="list-style-type: none"> • Collect Data • Communicate Understanding and Ideas • Observation <p>Common Core State Standards</p> <p>Speaking and Listening <u>Presentation of Knowledge and Ideas</u> 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p> <p>Reading in History, Science, and Technical Subjects <u>Integration of Knowledge and Ideas</u>⁷. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p>Writing in History, Science, and Technical Subjects <u>Text Types and Purposes</u> 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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STAGE TWO: Determine Acceptable Evidence

How will we know if students have achieved the desired outcomes and met the standards?

What will we accept as evidence of student understanding and proficiency?

Assessment

How will I know if students have achieved the desired outcomes and met the standards?

What will I accept as evidence of student understanding and proficiency? How will I communicate this to students?

How will I evaluate student evidence of learning the desired outcomes?

How will I offer students the opportunity to expand on and apply what they've learned?

How will students have an opportunity for self-evaluation and/or revision?

It will be clear that the students have achieved the desired outcomes and met the standards when they have personalized and taken ownership of their individual blank journals, transforming them with insights, notes, thoughts, observations, data, samples/objects, ideas, sketches, and reflections in both written and visual form.

Evidence, both verbal and visual, that participants become abundantly aware of what it means to be fully engaged in 'living deliberately' both during individual and group activities including:

1. Reading and reflections during discussion of Thoreau's text (focusing question):
 - What kind of relationship does Thoreau seem to have with Nature?
 - Where in the text does it suggest that?
2. What do you see/What do you feel activity
3. Individual journals entries
4. Constructing group artwork that reflects insights gained through individual and group research and observations.
5. Presenting their artwork in an exhibition to the larger group and responding to feedback..
6. Group wall text narrative (no more than 1 page).

Participants will have the opportunity to expand on what they have learned by re-addressing their work after discussion and presentation.

STAGE THREE: Plan Learning Experiences and Instruction

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

<p>Develop the Instructional Plan</p> <p><i>What is the scope and sequence of activities that lead to student success on the assessment(s) and academic rigor?</i></p> <p><i>Do activities require that students ask deep questions about their learning?</i></p> <p><i>Are there opportunities for students to develop language and conceptual understandings related to content?</i></p> <p><i>Are there opportunities for meaning-making and personal reflection on the part of students?</i></p> <p><i>Are students encouraged to revise and produce quality work?</i></p> <p><i>Do the activities provide multiple entry-points and accommodate for different learning styles?</i></p> <p><i>Is the teacher spending her time coaching, conferencing, leading, participating, and sharing responsibility for learning with the students?</i></p>	<p>Prior to beginning the session, students will divide into teams of two and instructions for the outdoor activity will be given (“What do you See?/What do you Feel?”). This session will open with an individual silent reading of the two texts, setting the stage for our outdoor activity. Selected volunteers will then read the texts aloud. Without discussion of the texts, we will go outdoors and directly proceed with the activity: ‘What do you See?/What do you Feel?’</p> <p>What do you See?/What do you Feel? is a two-person activity that can be modified for three people if necessary. This activity begins with one person serving as the ‘Seer’ and the other as the ‘recorder’. The recorder quietly follows the ‘Seer’ as they amble about the site. Once the ‘Seer’ pauses, the recorder quietly inquires: “What do you see?” Recording all responses, and followed by additional prompts such as: “How do you feel about this?” What do you see as you look deeper?” etc.</p> <p>At the conclusion of this activity, students will have the opportunity to sketch their experience in imagery and text in their journals, in effect altering their journals while communing in silent conversation with nature, before returning inside.</p> <p>On completion of this activity, we will return to the classroom and the two person teams will combine into four person groups. These groups will read and reflect on the text; then reflect on their experiences with each other followed by the development of a mixed-media work of art that will be based upon their collective responses to their experience outdoors. This artwork will include drawn and/or painted images, photos, text imagery and found objects. The text in this work of art may be from their Thoreau reading, individual journal entries, or group generated text. Found objects relating to the experience may be incorporated into this final group visual artwork. Accompanying the artwork will be a wall-text narrative that will be a typed summary description of their process (no more than one page). Additional guidance will be provided by the instructor during the session.</p> <p>Among other things, the teacher is a coach, referee, facilitator, leader, guide, and participant, and by addressing all of these, and shares in the responsibility, setting the tone for learning and discovery.</p>
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<p>Identify Materials and Resources</p> <p><i>What materials and resources—including student handouts, books, periodicals, media, software, URLs—are required to implement this unit?</i></p> <p><i>Are the materials and resources sufficient for exploring the topic and directly related to the essential question?</i></p>	<p>Handouts:</p> <ul style="list-style-type: none"> • Selected readings from <i>Walden</i> • Brief background of Henry David Thoreau including resources • Nature journaling handout <p>Sketch journals</p> <p>Acrylic paint and brushes</p> <p>Heavy drawing paper</p> <p>Sharpies</p> <p>Pencils</p> <p>Markers</p> <p>Color pencils</p> <p>Masking tape</p> <p>Glue</p> <p>Scissors</p>
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STAGE FOUR: ALIGNMENT and REFLECTION

Do the various pieces of my Unit Plan align with and support each other?

Upon completion of my unit: How did it go? What might I do differently next time to improve the unit and my practice?

<p>Implementation Alignment and Reflection</p> <p><i>How do the instructional activities support the achievement of the desired outcomes?</i></p> <p><i>How do the assessment methods demonstrate achievement of the desired outcomes?</i></p> <p>AFTER THE UNIT IS COMPLETE:</p> <p><i>What worked?</i></p> <p><i>What didn't work?</i></p> <p><i>What would another teacher need to know in order to enact this curriculum?</i></p>	
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